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ABSTRACT

Acknowledged or not, students are curriculum theorists and critics of schooling. Useful lessons can be learned by drawing them into the dialogue about the purposes and practices of education. The addition of children's perspectives can help education become an adventure in which teachers, researchers, and children together learn new questions as well as answers. This book relates the story of a year's observation of, and conversations with, a second grade class. It illustrates what happens when teachers go beyond listening and provoke children to become collaborators in their education; gives new substance to the educational ideas of John Dewey; and suggests how students can become more wholeheartedly involved in education. The book portrays young students as people with coherent notions about what knowledge is of most worth, and offers unique insights of interest to college students, classroom teachers, professors, administrators, and parents. Contains over 130 references. (TJQ)

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